

## Year 5 - Autumn

## DT Knowledge Organiser

Topic:

Tomb Raiders

Links to other year groups:

Y3: How did Romans design and build – did they use skills and ideas from Ancient Egypt

Y4: Compare buildings and techniques to those of Anglo Saxons and Vikings. Discuss food and crops and difference due to climate.

### Key Vocabulary:

**pyramid** - a building with triangular sides built as an Egyptian tomb (a place to bury the dead)

**cartonnage** - an ancient Egyptian mummy case made of tightly fitting layers of linen or papyrus glued together (*skill – papier maché*)

**sarcophagus** - a large stone box that held a mummy's coffin; often richly decorated for Pharaohs

**shaduf** - a long pole with a bucket attached to the end which people could raise and move water from rivers onto land

**linen** - a cloth made from a plant called flax, used for making clothes or sheets

**chisel** - a tool which has a long metal blade with a sharp edge at the end, used for cutting wood or stone

**skiff** - a simple boat made from papyrus reeds that were tied together (*skill – design and make*)

**flat bread** - food made from wheat flour eaten daily by ancient Egyptians (*skill – follow recipe and cook*)

### Real World Examples:

Egyptian farmers invented methods of irrigation, using large canals to supply fresh water to their crops.

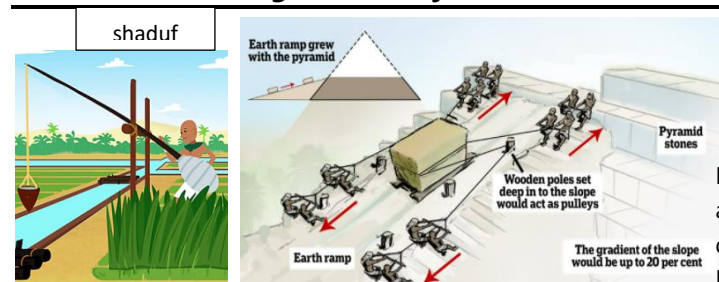
Reed boats were made out of the reeds of a papyrus plant. Because the reeds were bundled together, the ends of the boat curved up. Most ancient Egyptians used reed boats.

The Ancient Egyptians also built dozens of large and small obelisks (pointed stone pillars) to commemorate the achievements of kings, queens and wealthy Egyptians or to worship the gods. Ancient Egyptians were very skilled builders, and there are more than 100 pyramids in Egypt.

There are around 138 Egyptian pyramids. Some of them are huge. The largest is the Pyramid of Khufu, also called the Great Pyramid of Giza. When it was first built it was over 480 feet tall! It was the tallest man-made structure for over 3800 years and is one of the Seven Wonders of the World.

<https://www.bbc.co.uk/bitesize/topics/zg87xnb/resources/1> (Building pyramids video clips)

### Constructional Diagrams & Key Info:



Workers cut huge blocks of stone out of the ground. These were loaded onto boats and transported along the Nile. Chisels and hammers were used to make the stones smooth and fit together. Workers moved the heavy blocks using wooden sledges on ramps up the side of the pyramids.

Food: Often the food ancient Egyptians ate depended on your class. Richer people (like priests and pharaohs) ate meat, eggs, figs and grapes. Poorer people, like farmers, ate bread and onions. Everyone loved garlic.

### Important People:

**Imhotep** was King Djoser's architect, and he is believed to have designed the first pyramid by placing six mastabas, each smaller than the one beneath, in a stack to form a pyramid rising in steps. This Step Pyramid, called Djoser's Pyramid, stands on the west bank of the Nile.

**Hemunu** is a man who lived in ancient Egypt; he is believed to have been the architect of the Great Pyramid of Giza.

### Types of Pyramids:

Some of the earlier pyramids, called step pyramids, have large ledges every so often that look like giant steps. Archaeologists think that the steps were built as stairways for the Pharaoh to use to climb to the sun god. Later pyramids have more sloping and flat sides.

**Lesson Sequence:**

1. Pupils learn about the range of skills used by Ancient Egyptian craftsmen, architects and mathematicians including boats, farming, jewellery and amulets, pyramids etc – consolidating pupils knowledge of what they have learnt in Geography lessons.
2. Pupils are introduced to 3 possible projects:
  - a. Design and build a decorated Egyptian sanctuary/shrine in a shoebox and with a viewing hole to peer inside
  - b. Use papier mache or cartonnage to design and create an amulet with either the Ankh, Udjat, Scarab or Djed design OR a cat statue in honour of Bastet or Sekhmet
  - c. Design and build an Egyptian Reed boat
3. Pupils choose a design project and using instructions provided, they begin to create their design and modify a pre-existing design.
4. Pupils build their project (2 lessons)
5. Pupils exhibit their work in a class Egyptology museum and reflect on their work and the work of others